Reporting the Academic Performance Index for 1999 to Staff and Parents

Communications Assistance Packet

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prepared by the
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INTRODUCTION

The Public Schools Accountability Act (PSAA), signed into law in April 1999, authorizes the creation of a new accountability system for California public schools. Its goal is to help schools improve the academic achievement of all students.

The development of the Academic Performance Index (API) for 1999 should be viewed as the first step in the full implementation of the PSAA. The 1999 API establishes for each school its current level of academic performance and sets a growth target to be achieved.

Crucial to the successful accomplishment of a school's annual growth targets will be the active involvement of teachers, students, parents, guardians, and community members. The support of these key stakeholders will depend greatly on their knowledge and understanding of each component of the PSAA and of their roles in helping all students reach their academic goals.

The Communications Assistance Packet for Reporting the Academic Performance Index for 1999 to Staff and Parents is designed to help districts and schools answer questions that teachers, other school employees, and parents or guardians may have about the PSAA and 1999 API. The packet provides questions and answers for teachers and parents, sample letters, talking points for principals, a sample school/home newsletter insert and parent brochure master, graphic displays and worksheets for calculating the 1999 API, sample 1999 API school reports, and overhead transparency masters for presentations.

It is hoped that this material will assist in local, regional, and state efforts to help staff and parents become better informed about this new accountability and school improvement system. These materials should be shared with district and school leaders who work with staffs, parents, students, and community leaders.

Teacher Information about STAR

District and school employees, particularly teachers, are key to the success of this major school improvement effort. Teachers will play a major role in developing and implementing the school's plan for improving academic achievement. In addition, parents and community members turn to teachers for answers to their questions or concerns. Activities to prepare teachers for their role as key communicators could include:

- Schedule staff information sessions to prepare teachers and identified support staff for answering general questions about PSAA and the 1999 API and for explaining when, where, and how parents are to receive information.
- Provide teachers and support staff with all information that parents receive.
- Explain to teachers when and what results will be placed on the website to prepare them for questions they may receive from parents and other community members.

Informing Parents

Schools and/or districts need to provide a variety of opportunities for sharing information with parents. Suggested activities include:

- Try to plan at least one meeting with parents when the 1999 API results are released. Show what the reports look like and explain the types of information included and how results are to be used.
- Inform parents that more information sessions are planned as the school develops its improvement plan to meet the school's API targets.
- Include information about the PSAA and the API in school/home newsletters through the year and in back-to-school packets.
- Work with parent leaders to offer ongoing opportunities to provide information to parents and answer their questions and concerns.
- Invite parents to participate in the development and implementation of the school's improvement plan.
- Provide special information sessions or materials for parents who may need assistance in English.

Student Communications

Students need to have an understanding of the 1999 API and what it means for their school. Students will have questions and concerns that should be answered as soon as possible. Information activities for students might include:

- Schedule student information sessions in each homeroom when the 1999 API results are released.
- Make sure student leaders are informed about how and when school API results are to be reported, what they mean, and how they are to be used.
- Prepare "answers to student questions" information for student newspapers.
- Provide translations about the API results for students who may need assistance in English.
- Distribute STAR information to students prior to testing that encourages students to do their best.

FACTS ABOUT THE PSAA

- The Public Schools Accountability Act of 1999 (PSAA) was enacted into law in April 1999.
- The PSAA has three main components: the Academic Performance Index (API), the Immediate Intervention/Underperforming Schools Program (II/USP), and the Governor's Performance Award Program (GPAP).

Academic Performance Index (API)

- The 1999 API is a numeric index (or score) between 200 to 1000, reflecting a school's performance on results of the 1999 administration of the Stanford 9, a nationally-normed test that is administered annually to California public school students in grades 2 through 11 as part of the Standardized Testing and Reporting (STAR) program.
- Other performance indicators such as the standards-based STAR test and the high school exit exam and graduation and attendance rates will be added to the API when the data are available. The law requires that test results constitute at least 60 percent of the API.
- Schools receiving an API score between 200 and 1000 are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest). A school's API score and ranking will be compared to schools statewide and to schools with similar demographic characteristics.
- Schools receiving an API score also receive API scores for each numerically significant ethnic and socioeconomically disadvantaged subgroup in the school.
- The State Board of Education adopted a 1999 API performance target of 800 to serve as the interim statewide target until state performance standards are adopted. This target is a high level of performance to which all schools should aspire.
- The annual growth target for a school is five percent of the distance between a school's API and the interim statewide performance target of 800. For any school below an API of 800, the minimum annual target is at least one point. A school with an API of 800 or more must maintain an API of at least 800 in order to meet its growth target.
- Schools receive a schoolwide growth target as well as a growth target for each numerically significant subgroup.
- The 1999 API reports each school's 1999 API score, the school's statewide ranking, the ranking compared to similar schools, the 1999–2000 growth target, and the API target score for 2000. The 1999 API scores, 1999–2000 growth targets, and 2000 API target scores for numerically significant subgroups are also included.

- The 1999 API results will be posted on the California Department of Education (CDE) PSAA website at http://www.cde.ca.gov/psaa at 10 a.m. on January 25, 2000.

- Schools must annually report their API ranking in their local School Accountability Report Cards starting in July 2000. Each school district's governing board also must discuss these results at a regularly scheduled meeting.

Immediate Intervention/Underperforming Schools Program (II/USP)

- In 1999-2000, $96 million is available to support an initial group of 430 schools that volunteered and were selected for the Immediate Intervention/Underperforming Schools Program (II/USP).

- Beginning fall of 2000, schools that do not meet their growth targets may be eligible for the II/USP, subject to funding. II/USP schools continuing to fall below their targets or not showing significant growth may eventually be subject to state sanctions.

Governor's Performance Award Program (GPAP)

- In 1999-2000, $96 million is available for the Governor's Performance Award Program (GPAP). The GPAP will provide awards for schools that meet or exceed their API growth targets for the school and numerically significant subgroups within the school.

- In addition to or in lieu of monetary awards, achieving schools may receive nonmonetary awards.

- A PSAA subcommittee on awards will convene in January 2000 to identify and develop recommendations for implementing the GPAP. It is anticipated that funds will be allocated in the fall of 2000.

Certificated Staff Performance Incentive Act (Assembly Bill 1114, Chapter 52 of 1999)

- A related initiative to the PSAA is the Certificated Staff Performance Incentive Act which was enacted in June 1999.

- AB 1114 provides $50 million for one-time performance bonuses to teachers and other certificated staff in underachieving schools that significantly improve beyond their annual API growth target.

TALKING POINTS FOR PRINCIPALS

- The Academic Performance Index (API) is the cornerstone of the Public Schools Accountability Act of 1999.

- The PSAA is a rewards and interventions program that is part of a comprehensive educational reform effort initiated by Governor Davis.

- The API is a measurement tool with two primary uses:
  - to rank a school's current academic performance
  - to determine the growth target for each school

- Our school's placement on the 1999 API is based on results of the Stanford 9, Form T, test given last spring as part of the state's Standardized Testing and Reporting Program. Other statewide information about our school's academic growth will also be used to calculate the API when it becomes available.

- This is the base year for our school's API results. Future API results will help us monitor our academic growth over time. Growth is the real story.

- The API results make a strong statement that the achievement of all students is important. No student should be left behind.

- The API rankings will always show fifty percent of the schools below the median. What's important is that growth can and should occur irrespective of a school's rank. The whole accountability system is based on academic growth.

- The API comparison ranking shows we are achieving at about the same level as other schools with similar demographic characteristics (we are achieving above other schools with similar demographic characteristics) (we are not doing as well as other schools with similar demographic characteristics and must work harder this year on our students' academic growth). [Use this talking point when explaining your school's ranking.]

- The staff, students, and parents have worked hard to improve our school's academic performance. We will continue to work together to reach even higher levels of achievement.

- We will need the help of everyone involved in our students' education to accomplish our goal.

PSAA TIMELINE

April 1999	Public Schools Accountability Act of 1999 (PSAA) legislation (Chapter 3 of 1999) enacted
July 1999	*Framework for the Academic Performance Index (API)* approved by the State Board of Education
August 1999	Schools scoring in the lower half of the statewide distribution on the norm-referenced portion of the Standardized Testing and Reporting (STAR) program test for both 1998 and 1999 invited to participate in the Immediate Intervention/Underperforming Schools Program (II/USP)
September 1999 and each Fall thereafter	Eligible schools selected for II/USP
November 1999	*The 1999 Base Year Academic Performance Index (API)* approved by the State Board of Education
January 2000 and each Fall thereafter	API scores, rankings, and growth targets established and disseminated to schools
July 2000	Alternative accountability system established for small schools, alternative schools, continuation high schools, and county-administered schools
July 2000 and annually thereafter	Schools annually report API rankings on local School Accountability Report Cards
Fall 2000 and each Fall thereafter	Schools' past year achieved growth reported; schools not in II/USP that do not meet growth targets may be subject to II/USP; schools that meet growth target or the interim statewide performance target and demonstrate comparable improvement for significant subgroups receive awards from the Governor's Performance Award Program (GPAP) and/or AB 1114 (Chapter 52 of 1999)
Fall 2001	II/USP schools that do not meet growth targets receive public hearing, and local governing board chooses type of local intervention
Fall 2002	II/USP schools that do not meet growth targets but show significant growth continue in II/USP
Fall 2002	II/USP schools that do not meet growth targets **and** do not show significant growth fall under the sanctions of the State Superintendent of Public Instruction and State Board of Education

INFORMATION FOR TEACHERS

THE 1999 BASE YEAR ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers for Teachers

The Public Schools Accountability Act (PSAA) was signed into law in April 1999. This law authorizes the creation of a new educational accountability system for California public schools. Its goal is to help schools improve the academic achievement of all students.

The PSAA has three components:

- The Academic Performance Index (API) — used to measure school performance, set academic growth targets, and monitor progress over time
- The Immediate Intervention/Underperforming Schools Program (II/USP) — offers financial support to schools in need of improvement
- The Governor's Performance Award Program (GPAP) — rewards schools that show improvement or high achievement

Development of the 1999 API is an important step in the full implementation of the PSAA. More information about the PSAA will be made available as the implementation process continues.

What is the Academic Performance Index (API)?

A primary component of the PSAA is the Academic Performance Index (API). The purpose of the API is to measure the academic performance and progress of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score or placement on the API is an indicator of a school's performance level. The school's growth is considered relative to an interim statewide API performance target of 800.

How was the API developed?

In April of 1999, State Superintendent of Public Instruction Delaine Eastin convened a broad-based advisory committee of educators and business leaders to oversee the development of all aspects of the PSAA. An advisory group subcommittee worked with a technical team of university and education research specialists and school district evaluators to create the 1999 API, adopted by the State Board of Education (SBE) in November 1999.

How is the API used?

The API has three uses:

- to rank the academic performance of all California public schools included in the PSAA
- to establish growth targets for these schools and for numerically significant ethnic and socioeconomically disadvantaged subgroups of students within the schools
- to monitor these schools' progress toward meeting established growth targets

Do all public schools receive an API ranking and growth target?

Most, but not all, schools receive API rankings and growth targets beginning in 1999. The API and annual growth targets are calculated for elementary, middle, and high schools, including charter schools, that have 100 or more students with valid test scores on the Stanford 9, Form T, which is part of the state's Standardized Testing and Reporting (STAR) program. Schools with fewer than 100 students with valid scores, along with alternative schools, continuation high schools, and county-administered schools, will participate in an alternative accountability system to be developed by July 1, 2000.

What performance indicators were used to calculate the 1999 API?

When fully developed, the API will be calculated as a composite score for a school, using various performance indicators. The 1999 base year API includes only results of the Stanford 9. When they are available, other performance indicators will be phased in over time. These factors will likely include the standards-based STAR test and the high school exit examination, which will be aligned to state content standards. Other factors such as graduation and attendance rates will be added when the state has an accurate system for collecting the data. The law requires that test results make up at least 60 percent of the API.

THE 1999 BASE YEAR ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers for Teachers

How was the 1999 API calculated for a school?

To calculate the 1999 API, individual student scores in each subject area on the 1999 Stanford 9 test were combined into a single number to represent the performance of a school. The national percentile rank (NPR) for each student tested is used to make the calculation. The percentages of students scoring within each of five NPR performance levels (called performance bands) are weighted and combined to produce a summary result for each content area. Summary results for content areas are then weighted and combined to produce a single number between 200 and 1000. This single number represents the school's API score. The minimum score on the API is 200; the maximum is 1000.

What weight was given to each content area measured?

In grades 2–8, the weight given to each content area measured in the 1999 API calculation was: mathematics (40%), reading (30%), language (15%), and spelling (15%). In grades 9–11, the weight given was: mathematics (20%), reading (20%), language (20%), history-social science (20%), and science (20%).

How are schools' 1999 API scores ranked?

Schools' API scores are ranked separately within school type: elementary, middle, and high schools. For each of the three categories, schools' API scores are first sorted from lowest to highest and then divided into ten equal groups (or deciles) ranked from lowest (one) to highest (ten). A second decile ranking compares each school's API score to those of other schools that have "similar characteristics."

What are the characteristics used for the similar schools ranking?

In statute, these characteristics must include:

- student mobility
- student socioeconomic status
- student ethnicity
- percentage of teachers with full credentials
- percentage of teachers holding emergency permits
- average class size per grade level
- percentage of students who are English language learners
- whether schools operate multi-track, year-round programs

Are all student scores on the Stanford 9 included in the 1999 API?

By law, only scores for students enrolled in the district during the previous school year may be included in the 1999 API. In addition, standard exclusion rules used to report school level results for the Stanford 9 are applied. Results from limited English proficient students will be included in the school's API.

What is the interim statewide API performance target?

The PSAA requires that the State Board of Education (SBE) adopt a statewide API performance target upon approval of state performance standards. Because state performance standards have not yet been adopted, the SBE adopted an interim statewide API performance target of 800 for 1999. This target is a high level of performance to which all schools in California should aspire. The interim target will serve as the statewide performance target until the SBE adopts state performance standards.

How are 1999–2000 school growth targets determined?

The annual growth target for a school is five percent of the distance between a school's API and the interim statewide performance target of 800. For instance, a school with a 1999 API of 500 would have a goal of 515 on the 2000 API, or a growth target of five percent of the distance between 500 and 800. A school with a 1999 API of 800 or more must maintain an API of at least 800 in order to meet its growth target. The minimum annual growth target for any school with an API below 800 is at least one score point.

THE 1999 BASE YEAR ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers for Teachers

How are the school growth targets used?
Generally, if a school meets or exceeds its growth target, it may be eligible to receive monetary or non-monetary awards through the Governor's Performance Award Program (GPAP), and if the school does not, it may be eligible for interventions through the Immediate Intervention/Underperforming Schools Program (II/USP).

What is the difference between a school's "growth target" and a school's "growth"?
A school's growth target is the amount of improvement a school is expected to make in its API score in a year. The 1999–2000 growth targets for schools will be reported in January 2000. A school's growth is the amount of actual gain or loss a school makes in its API score in a year (i.e., its 2000 API score minus its 1999 API score). The 1999–2000 growth for schools will be reported in the fall of 2000.

How will schools' 1999–2000 growth be ranked?
The same process used to rank API scores by deciles will be used to rank schools' growth that will be reported in fall 2000. At that time, schools' 1999–2000 academic growth, based on results of the Stanford 9 administration for spring 2000, will be sorted by school type: elementary, middle, and high schools. Within each category, a school's growth will be sorted from lowest to highest and then divided into ten equal groups (or deciles) ranked from lowest (one) to highest (ten). Growth rankings are also reported in comparison with other schools that have similar characteristics.

If a school meets or exceeds its growth target, is it eligible for awards?
To be eligible for awards, a school must meet or exceed its schoolwide growth target and its target for each numerically significant ethnic and socioeconomically disadvantaged subgroup. With minor exceptions, each of the numerically significant subgroups must meet or exceed 80 percent of the school's growth target.

How are the numerically significant student subgroups identified for a school's API?
To be numerically significant enough to be included in a school's API calculation, a subgroup must:
- have at least 30 students with valid Stanford 9 scores and be at least 15 percent of the school's tested enrollment, **or**
- have at least 100 students with valid Stanford 9 scores (even if those 100 students are less than 15 percent of the school's total tested enrollment).

What are the categories for the numerically significant subgroup APIs?
Subgroup APIs are calculated for the following categories:
- American Indian or Alaska Native
- Asian
- Pacific Islander
- Filipino
- Hispanic or Latino
- African American not Hispanic
- White not Hispanic
- Socioeconomically disadvantaged

What is meant by "socioeconomically disadvantaged"?
A socioeconomically disadvantaged student is defined as 1) a student neither of whose parents has received a high school diploma **or** 2) a student who participates in the free or reduced price lunch program.

Are English language learners considered a subgroup for API calculations?
English language learners (limited English-proficient students) are not considered a subgroup for API calculations.

What does the 1999 school API report for each school include?
The 1999 API report for each school includes:
- percent of students tested in the 1999 administration of the Stanford 9
- school's 1999 API (scale 200 to 1000)

THE 1999 BASE YEAR ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers for Teachers

- 1999 statewide decile rank (scale 1 to 10)
- 1999 decile rank compared with similar schools (scale 1 to 10)
- 1999–2000 growth target
- 2000 API target (API score plus growth target)
- school demographic characteristics
- API subgroup report

What reports will be on the CDE website?
Public reporting of the API results will be posted on the California Department of Education website at 10 a.m. on January 25, 2000 at http://www.cde.ca.gov/psaa. The same information sent to school districts and county offices of education, with the exception of detailed subgroup and background data, will be on the Internet report.

How and when must schools report their API information to parents?
Schools must annually report their API rankings, including the components of the ranking, in their School Accountability Report Cards starting in July 2000. Each school district's governing board must discuss these results at a regularly scheduled meeting.

How will the API reports be used for the GPAP or II/USP?
A school will be eligible to receive awards (through the GPAP) if it meets or exceeds the schoolwide growth target and comparable growth targets for the school's numerically significant student subgroups. A school that does not meet its growth targets may be identified for interventions (through the II/USP). Schools in the interventions program that do not meet growth targets or show significant growth over time will be subject to local interventions and eventually state sanctions.

How do the API results fit with other information about a school's academic progress?
The API is one way to measure a school's performance and progress. Other academic growth indicators may include, but are not limited to, information currently reported by schools on their School Accountability Report Cards. API results can be used to help measure a school's progress over time and to provide comparisons with other schools, including those with similar characteristics.

When do interventions and rewards components of the PSAA begin?
The "interventions" component of PSAA has already begun. In 1999–2000, 430 schools volunteered and were selected for the Immediate Intervention/ Underperforming Schools Program (II/USP). These schools must meet their 2000–2001 growth targets or they will face local interventions in fall 2001. If these schools do not meet their 2001–2002 growth targets **and** do not show significant growth after two years they may be subject to state sanctions in the fall of 2002.

The "rewards" component of PSAA, the Governor's Performance Award Program (GPAP), will begin once API growth data are available in the fall of 2000.

How much funding is available for interventions and rewards?
For the 1999–2000 school year, $96 million is available to support an initial group of 430 schools that volunteered and were selected for the Immediate Intervention/ Underperforming Schools Program (II/USP). An additional $96 million is available for the Governor's Performance Award Program (GPAP). The Certificated Staff Performance Incentive Act (AB 1114) also includes $50 million for certificated staff in underachieving schools that significantly exceed their annual growth targets.

Specific criteria for awards and the Certificated Staff Performance Incentive Act will be adopted by the State Board of Education (SBE) by the spring of 2000.

Teachers should direct questions about their school's 1999 API results to their principal. More information about the PSAA is located on the Internet at http://www.cde.ca.gov/psaa, and additional information will be made available to districts and schools when further plans are completed.

SAMPLE LETTER TO TEACHERS

Superintendent's Letter to Teachers

(This letter is intended for use with the questions and answers document for teachers. The letter and attachment can be modified for use with all school employees.)

Dear Fellow Educator:

This month, we are receiving (received) base year rankings on the 1999 Academic Performance Index (API) for schools throughout the district. The API is the cornerstone of the state's Public Schools Accountability Act (PSAA), signed into law in spring 1999. California's new accountability program has the same goal all of us have for our schools—to improve the academic achievement of all students.

The 1999 API report for each school in the district features several types of scores that are calculated from results of the spring 1999 administration of the Stanford 9, Form T, given annually for the Standardized Testing and Reporting (STAR) program. API results included in the report are:

- the school's API score
- the school's ranking statewide
- the school's ranking compared to other schools with similar demographic characteristics
- the school's 1999–2000 growth target
- the school's API target score for 2000

In addition to API scores for the school as a whole, API scores are reported for numerically significant ethnic and socioeconomically disadvantaged subgroups of students within the school.

It is important to remember that the 1999 API is the first step in the development of a comprehensive accountability system for California public schools. The API is a measurement tool to establish our school's current academic performance and to set annual targets for growth. Our schools that reach or exceed their academic growth targets schoolwide and for each numerically significant student subgroup will be rewarded by the state; schools that do not reach their targets may be eligible for the state's interventions program.

The attached Questions and Answers for Teachers provide more detail about the 1999 API and its role as a measurement tool for the PSAA. We will be scheduling staff meetings on each campus to look at your 1999 API ranking and respond to your questions and concerns about this important accountability program. We also will discuss how you as instructional leaders may work with students, parents, and community members to develop and implement an academic improvement plan for your school.

Prior to your school's information meeting, please direct any questions you or your parents and students have about the PSAA or the 1999 API to your school principal or other site-level administrator. The successful accomplishment of the challenge that lies ahead will depend on the commitment and dedication of every teacher on our district's instructional team.

INFORMATION FOR PARENTS

THE 1999 BASE YEAR ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers for Parents

The Public Schools Accountability Act (PSAA) was signed into law in April 1999. This law authorizes the creation of a new educational accountability system for California public schools. Its goal is to help schools improve the academic achievement of all students.

The PSAA has three components:

- The Academic Performance Index (API) — used to measure school performance, set academic growth targets, and monitor progress over time
- The Immediate Intervention/Underperforming Schools Program (II/USP) — offers financial support to schools in need of improvement
- The Governor's Performance Award Program (GPAP) — rewards schools that show improvement or high achievement

Development of the 1999 API is the first step in the full implementation of the PSAA. More information about the PSAA will be made available as the implementation process continues.

What is the Academic Performance Index (API)?

The Academic Performance Index (API) is the cornerstone of the PSAA. The purpose of the API is to measure the academic performance and progress of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score or placement on the API is an indicator of a school's performance level. The state has set 800 as the API target that schools should strive to meet for the year 2000.

How was the API developed?

In April of 1999, State Superintendent of Public Instruction Delaine Eastin convened an advisory committee of educators and business leaders to oversee the development of all aspects of the PSAA. An advisory group subcommittee worked with a technical team of university and education research specialists and school district evaluators to create the 1999 API, adopted by the State Board of Education (SBE) in November 1999.

How is the API used?

The API has three uses:

- to rank the academic performance of all California public schools included in the PSAA
- to establish growth targets for these schools as a whole and for subgroups of students within the schools
- to monitor these schools' progress toward meeting established growth targets

Do all public schools receive an API ranking and growth target?

The API rankings and growth targets are calculated for elementary, middle, and high schools, including charter schools, that have 100 or more students with valid scores on the Stanford 9 test. The Stanford 9 is part of the state's Standardized Testing and Reporting (STAR) program. Schools with fewer than 100 students with valid scores and alternative, continuation high, and county-administered schools will participate in an alternative accountability system to be developed by July 1, 2000.

What was used to calculate the 1999 API?

The 1999 base year API includes only results of the Stanford 9. Additional information about a school's academic performance will be used for the API in future years. That achievement data may include results of other tests that are aligned to state standards, primary language tests, and attendance and graduation rates. The law requires that test results make up at least 60 percent of the API.

How was the 1999 API calculated for a school?

To calculate the 1999 API, individual student scores in each subject area on the 1999 Stanford 9 test were combined into a single number to represent the performance of a school. The national percentile rank (NPR) for each student tested is used to make the calculation. The percentages of students scoring within each of five NPR performance levels (called performance bands) are combined to produce a summary result for each content area. Summary results for content areas are then combined to produce a single number between 200 and 1000. This single number represents the school's API score. The minimum score on the API is 200; the maximum is 1000.

THE 1999 BASE YEAR ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers for Parents

What is a national percentile rank?
The national percentile rank (NPR) compares the student's Stanford 9 results with student scores at the same grade tested at the same time of the school year in a national sample.

What does the 1999 API measure?
In grades 2–8, the API measures performance in four content areas with the amount of emphasis given as follows: mathematics (40%), reading (30%), language (15%), and spelling (15%).

In grades 9–11, the API measures performance in five content areas: mathematics (20%), reading (20%), language (20%), history-social science (20%), and science (20%).

How are schools' 1999 API scores ranked?
Schools' API scores are ranked separately within school type: elementary, middle, and high schools. For each of the three categories, schools' API scores are first sorted from lowest to highest and then divided into ten equal groups (or deciles) ranked from lowest (one) to highest (ten). A second decile ranking compares each school's API score to those of other schools that have "similar characteristics."

What are the characteristics used for school-by-school comparisons?
By law, these characteristics must be considered:

- student mobility
- student socioeconomic status
- student ethnicity
- percentage of teachers with full credentials
- percentage of teachers holding emergency permits
- average class size per grade level
- percentage of students who are English language learners
- whether schools operate multi-track, year-round programs

Are all student scores on the Stanford 9 included in the 1999 API?
By law, only scores for students enrolled in the district during the previous school year may be included in the 1999 API. In addition, standard rules used to exclude student scores from the Stanford 9 results are applied. Results from limited English proficient students will be included in the school's API.

How are 1999–2000 school growth targets determined?
The annual growth target for a school is five percent of the distance between a school's API and the statewide performance target of 800. For example, a school with a 1999 API of 500 would have a growth target of 515. That number is five percent of the distance between 500 and 800. A school with a 1999 API of 800 or more must maintain an API of at least 800. The minimum annual growth target for any school with an API below 800 is at least one score point.

How are the school growth targets used?
If a school meets or exceeds its growth target, it may be eligible to receive monetary or non-monetary awards through the Governor's Performance Award Program (GPAP). If the school does not meet its target, it may be eligible for interventions through the Immediate Intervention/Underperforming Schools Program (II/USP).

If a school, meets or exceeds its growth target, is it eligible for rewards?
To be eligible for rewards, a school must meet or exceed its schoolwide growth target and its target for each significant subgroup of students within a school. With minor exceptions, each of the significant subgroups must meet or exceed 80 percent of the school's growth target.

THE 1999 BASE YEAR ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers for Parents

How are the student subgroups identified for a school's API?

To be significant enough to be included in a school's API calculation, a subgroup must:

- have at least 30 students with valid Stanford 9 scores and be at least 15 percent of the school's total tested enrollment, **or**
- have at least 100 students with valid Stanford 9 scores (even if those 100 students are less than 15 percent of the school's total tested enrollment).

What are the categories for the subgroup APIs?

Subgroup APIs are calculated for the following categories:

- American Indian or Alaska Native
- Asian
- Pacific Islander
- Filipino
- Hispanic or Latino
- African American not Hispanic
- White not Hispanic
- Socioeconomically disadvantaged

What is meant by "socioeconomically disadvantaged"?

A socioeconomically disadvantaged student is 1) a student neither of whose parents has received a high school diploma **or** 2) a student who participates in the free or reduced price lunch program.

What does the 1999 school API report for each school include?

The 1999 API report for each school includes:

- percent of students tested in the 1999 administration of the Stanford 9
- school's 1999 API score (scale 200 to 1000)
- 1999 statewide ranking (scale 1 to 10)
- 1999 ranking compared with similar schools (scale 1 to 10)
- 1999–2000 growth target
- 2000 API target (API score plus growth target)
- school demographic characteristics
- API subgroup report

What reports will be on the CDE website?

Public reporting of the API results will be posted on the California Department of Education website at http://www.cde.ca.gov/psaa at 10 a.m. on January 25, 2000.

How and when must schools report their API information to parents?

Schools must annually report their API rankings in their School Accountability Report Cards starting in July 2000. Each school district's governing board must discuss these results at a regularly scheduled meeting.

How do the API results fit with other information about a school's academic progress?

The API is one way to measure a school's performance and progress. Other academic growth indicators may include, but are not limited to, information currently reported by schools on their School Accountability Report Cards. API results can be used to help measure a school's progress over time and to provide comparisons with other schools that have similar characteristics.

How much funding is available for interventions and rewards?

For the 1999–2000 school year, $96 million is available to support an initial group of 430 schools that volunteered and were selected for the Immediate Intervention/Underperforming Schools Program (II/USP). An additional $96 million is available for the Governor's Performance Award Program (GPAP). The Certificated Staff Performance Incentive Act (AB 1114) also includes $50 million for certificated staff in underachieving schools that significantly exceed their annual growth targets.

Specific criteria for awards and the Certificated Staff Performance Incentive Act will be adopted by the State Board of Education (SBE) by the spring 2000.

THE 1999 BASE YEAR ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers for Parents

Will the API affect my student's progress in school?

No. The API is part of a state accountability system for schools, not individual students. As students increase their achievement on the Stanford 9 test, however, the school's score on the API can improve. Individual students do **not** receive an API, but student scores are combined to produce the school API.

What can parents do to help the school improve student achievement

To help the school, parents can encourage and support their own children's learning by promoting good study habits and providing a supportive home environment. Parents can also support the school by participating in school activities. Schools invite parents, guardians, and other community members to become actively involved. Every school has various committees of parents who help make decisions about the school, including the Parent Teacher Association and School Site Councils. In addition, individual teachers are often looking for volunteers to support classroom instruction. Research studies show that parent and community involvement in the school can improve academic achievement.

Where can parents go for more information?

Parents should direct their questions about the API or the PSAA, the API scores, or plans for improving the school's academic performance to the principal or other school administrators. Schools also will be asking parents to become actively involved in the improvement process. Further information about PSAA can also be found on the Internet at http://www.cde.ca.gov/psaa.

SAMPLE SCHOOL/HOME NEWSLETTER INSERT

During January, _____ school and other schools throughout the state are receiving (received) their first Academic Performance Index (API) reports. The API is the cornerstone of the Public Schools Accountability Act (PSAA) of 1999, initiated by Governor Gray Davis. Individual students do **not** receive an API, but student scores are combined to produce the school API.

The 1999 API measures the academic performance and progress of a school. It is a numeric index or scale that ranges from a low of 200 to a high of 1000. The state has set 800 as the API score that schools should strive to meet. This score represents a high level of academic achievement.

Results of the Stanford 9 test, given in spring 1999 as part of the state's Standardized Testing and Reporting (STAR) program, were used to calculate the school's API for 1999.

For elementary and middle schools

In grades 2–8, the API measures student performance in four content areas with the following emphasis given to each area: mathematics (40%), reading (30%), language (15%), and spelling (15%).

For high schools

In grades 9–11, the API measures performance in five content areas with the following amount of emphasis for each area: mathematics (20%), reading (20%), language (20%), history-social science (20%), and science (20%).

The 1999 API establishes the baseline for a school's academic performance and sets annual targets for growth. Schools that meet or exceed their targets may be eligible for awards from the state. Schools that do not meet their targets may be eligible for interventions or may ultimately be sanctioned by the state.

Parents should direct their questions about the API and the PSAA or plans to improve the school's academic performance to the school office. Further information about the PSAA and the API results can be found on the Internet at http://www.cde.ca.gov/psaa. A special parent information meeting is scheduled for _____(date) from _____ to _____.

SAMPLE LETTER TO PARENTS

Sample Principal's Letter to Parents

(This letter is intended for use with the sample parent brochure. Principals may want to use the Questions and Answers for Parents as a handout at parent information meetings.)

Dear Parents or Guardians:

This month, _____ school is receiving (received) its first Academic Performance Index (API) report. This index measures the academic performance of public schools throughout the state and sets targets for future improvement. This API is the cornerstone of California's new Public Schools Accountability Act (PSAA), signed into law in spring 1999. Individual students do **not** receive an API, but student scores are combined to produce the school API.

The 1999 API for our school is based only on the results of the spring 1999 administration of the Stanford 9, Form T, given annually for the Standardized Testing and Reporting (STAR) program. The API report shows:

- the school's ranking statewide
- how our school compares to other schools with similar demographic characteristics
- academic growth targets for our school and for significant groups of students within our school

It is important to remember that the 1999 API is the first step in the development of a comprehensive accountability system for California public schools. The API establishes the baseline for our school's academic performance and sets annual targets for growth. Our school must reach or exceed our growth targets to be eligible for the Governor's Performance Award Program. Schools that do not reach their targets may be eligible for interventions and ultimately be sanctioned by the state.

The attached Parent Guide to the Academic Index for California Public Schools provides more detail about the 1999 API and the PSAA. We will be scheduling a parent information meeting on _____ (date) from _____ to _____ to look at our school's 1999 API results and respond to your questions about this important program. We also will discuss how you can become actively involved in the development and implementation of our academic improvement plan for the school.

Prior to the information meeting, please direct your questions to our school office and we will respond as quickly as possible. Further information about the PSAA and the API results can be found on the Internet at http://www.cde.ca.gov/psaa. Thank you for your continuing support as we work together to meet the challenge that lies ahead.

SAMPLE PARENT BROCHURE

The new millennium signals a new beginning for education in California

In January elementary, middle, and high schools throughout the state received their first academic performance Index (API) reports. The API is the cornerstone of the Public Schools Accountability Act of 1999 (PSAA), initiated by Governor Gray Davis. This index measures each school's academic performance and sets growth targets for future improvement.

Public schools now will be held accountable for increasing the academic achievement of all students. Schools that reach their annual targets will be rewarded. Schools that do not meet their targets will be eligible for interventions or subject to sanctions.

Parent Guide

to the Academic Performance Index for California Public Schools

January 2000

Prepared by the
Office of Policy and Evaluation
California Department of Education

What is the API?

The API measures performance and progress of a school. It is a numeric index or scale that ranges from a low of 200 to a high of 1000. The state has set 800 as the API score that schools should strive to meet. Schools that fall short of the target will be required to meet annual growth targets until their goal is achieved. Schools that already meet or exceed the 800 API should continue working to improve the academic performance of all students.

Who developed the API?

The State Superintendent of Public Instruction named an advisory committee of educators and business leaders to oversee the development of all parts of the Public Schools Accountability Act of 1999. A subcommittee of this advisory group worked with research and evaluation specialists from universities and public schools to create the 1999 API. The State Board of Education approved the 1999 API in November 1999.

What was used to calculate the API for 1999?

Results of the Stanford 9 test, given in spring 1999 as part of the state's Standardized Testing and Reporting (STAR) program, were used to calculate a school's API for 1999.

Additional information about a school's academic performance will be used for the API in future years. That achievement data may include results of other tests that are aligned to state standards, primary language tests, and attendance and graduation rates.

What does the 1999 API measure?

In grades 2–8, the API measures performance in four content areas with the amount of emphasis given as follows: mathematics (40%), reading (30%), language (15%), and spelling (15%).

In grades 9–11, the API measures performance in five content areas: mathematics (20%), reading (20%), language (20%), history-social science (20%), and science (20%).

Why is an API score of 800 the statewide target for schools?

A school score of 800 or more on the API, on a scale of 200 to 1,000, indicates students are achieving at a high level of academic performance.

What is the incentive for schools to improve their API scores?

Schools that meet or exceed their growth targets will be eligible for monetary or other types of awards from the state. Schools that do not meet their targets will be eligible for interventions or may ultimately be sanctioned by the state.

Public schools now will be held accountable for increasing the academic achievement of all students.

What about schools with students who are not proficient in English?

Currently, students who are not yet proficient in English must take the Stanford 9 test. These scores are included in a school's 1999 API.

Will the API affect my student's progress in school?

No. The API is part of a state accountability system for schools not individual students. As students increase their achievement on the Stanford 9 test, however, the school's score on the API can improve.

Where can parents go for more information?

Parents should direct their questions about the API or the PSAA or plans for improving the school's academic performance to the principal or other school administrators. Schools also will be asking parents to become actively involved in the improvement process. Further information about PSAA and API results can be found on the Internet at http://www.cde.ca.gov/psaa.

Public Schools Accountability Act

CALCULATING THE ACADEMIC PERFORMANCE INDEX

Graphic Display
School Worksheets

CALCULATING THE ACADEMIC PERFORMANCE INDEX

How to Calculate the 1999 API for an Elementary or Middle School (Grades 2–8)

The 1999 Academic Performance Index (API) for an elementary or middle school is based on the Stanford 9 scores in reading, language, spelling, and mathematics for grades 2–8 from the Spring 1999 administration. Schools must have valid Stanford 9 test scores from at least 100 pupils to obtain an API score.

Inclusion/Exclusion Rules: Student scores are excluded if (1) the pupil first attended the district in the current year as indicated on the STAR header sheet, (2) the test administration accommodation for the pupil is more than one grade out of level, or (3) any of the following four test administration accommodations are marked "yes" for all content areas: Braille, flexible scheduling, revised test format, or use of aids and/or aides. A particular content area of a record is excluded if (1) the percentile rank for that content area is not between 1 and 99 or (2) the test administration accommodation for that content area is marked "yes" for any of the four reasons under #3 above.

- **Step 1:** Determine the percentage of pupils scoring within prescribed performance bands for a particular subject area, in this case for Reading. In this example, 5% of the school's pupils score in Performance Band 5 (between the 80–99th NPR) in Reading.

- **Step 2:** For each performance band, multiply the Weighting Factor by the Percent of Pupils in Each Band to obtain the Weighted Score in Each Band. In this example for Reading, the Weighted Score for pupils scoring in Performance Band 5 (between the 80–99th NPR) is 50.

Stanford 9			Reading	
	A	B	C	D
	Performance Bands	Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)
5	80-99th NPR	1000	5%	50
4	60-79th NPR	875	5%	44
3	40-59th NPR	700	25%	175
2	20-39th NPR	500	35%	175
1	1-19th NPR	200	30%	60

NPR = National Percentile Rank

- **Step 3:** Repeat Steps 1 through 4 for each remaining content area.

Stanford 9			Language		Spelling		Mathematics	
A		B	E	F	G	H	I	J
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5	80-99th NPR	1000	10%	100	5%	50	5%	50
4	60-79th NPR	875	10%	88	10%	88	10%	88
3	40-59th NPR	700	30%	210	25%	175	25%	175
2	20-39th NPR	500	30%	150	35%	175	35%	175
1	1-19th NPR	200	20%	40	25%	50	25%	50

- **Step 4:** Sum the weighted scores across performance bands. The Total Weighted Score Across Bands for Reading is 504.

- **Step 5:** Multiply the Total Weighted Score Across Bands by its Content Area Weight to obtain the Total Weighted Score for Content Area (a x b = c). In this example, the Total Weighted Score for the Content Area of Reading is 151.

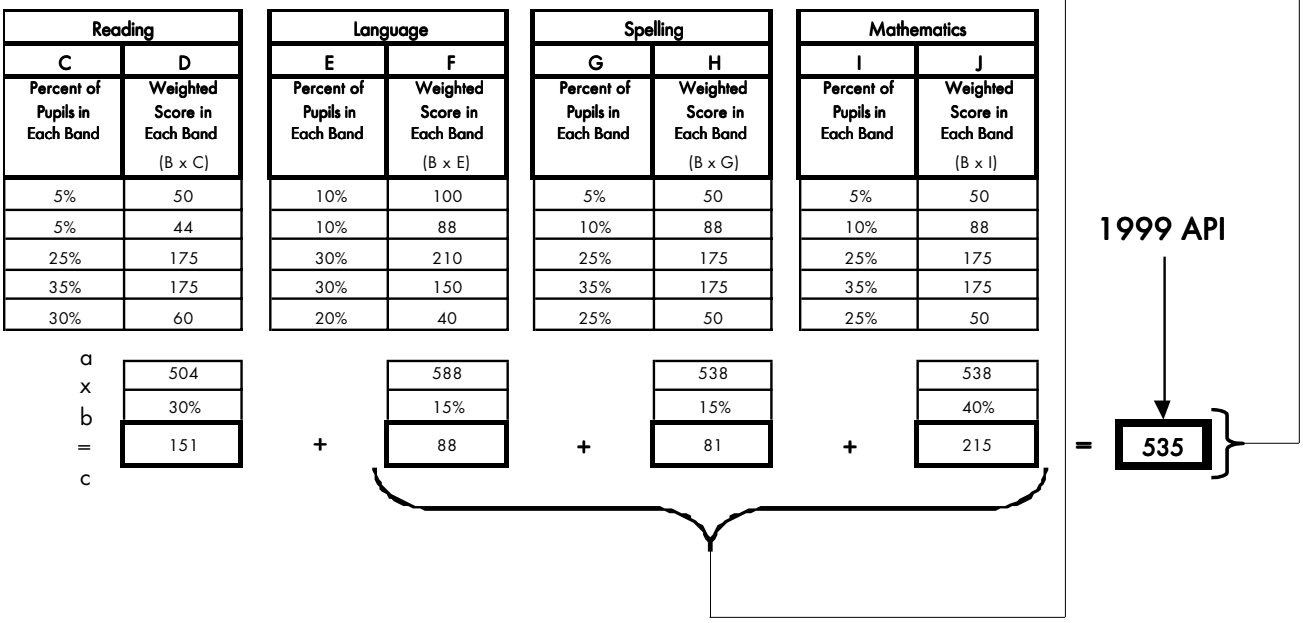
Stanford 9			Reading	
A		B	C	D
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)
5	80-99th NPR	1000	5%	50
4	60-79th NPR	875	5%	44
3	40-59th NPR	700	25%	175
2	20-39th NPR	500	35%	175
1	1-19th NPR	200	30%	60

a Total Weighted Score Across Bands	a	504
b Content Area Weight	x b	30%
c Total Weighted Score for Content Area:	= c	151

NPR = National Percentile Rank

- **Step 6:** Repeat Steps 4 and 5 for each remaining content area.

- **Step 7:** Sum the total weighted scores across all content areas. This sum of the weighted scores for all subject areas will be the **1999 API** for the school.



Reading		Language		Spelling		Mathematics	
C	D	E	F	G	H	I	J
Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5%	50	10%	100	5%	50	5%	50
5%	44	10%	88	10%	88	10%	88
25%	175	30%	210	25%	175	25%	175
35%	175	30%	150	35%	175	35%	175
30%	60	20%	40	25%	50	25%	50

Additional Calculation Rules:

- The sum of the content area scores is rounded to the nearest whole number.

- The API for schools with grade configurations that include both grades 8 and 9 is the average of the APIs for the two grade configuration segments weighted by the number of pupils with valid scores in the two segments. For example, for a K–12 school, the API is the weighted average of the APIs for grades 2–8 and for grades 9–11.

Example: 1999 API for an Elementary or Middle School (Grades 2–8)

Stanford 9			Reading	
A		B	C	D
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)
5	80-99th NPR	1000	5%	50
4	60-79th NPR	875	5%	44
3	40-59th NPR	700	25%	175
2	20-39th NPR	500	35%	175
1	1-19th NPR	200	30%	60

a Total Weighted Score Across Bands
b Content Area Weight
c Total Weighted Score for Content Area:

a	504
x b	30%
= c	151

Language		Spelling		Mathematics	
E	F	G	H	I	J
Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
10%	100	5%	50	5%	50
10%	88	10%	88	10%	88
30%	210	25%	175	25%	175
30%	150	35%	175	35%	175
20%	40	25%	50	25%	50
	588		538		538
	15%		15%		40%
+	88	+	81	+	215

= 535 → 1999 API

How to Calculate the 1999 API for a High School (Grades 9–11)

For high schools, grades 9–11, the 1999 Academic Performance Index (API) is based on the Stanford 9 scores in reading, language, mathematics, science, and social science from the Spring 1999 administration. Schools must have valid Stanford 9 test scores from at least 100 pupils to obtain an API score.

- The API for high schools is computed in the same way as for elementary and middle schools. The weight for each high school content area is 20%.

Reading		Language		Mathematics		Science		Social Science	
C	D	E	F	G	H	I	J	K	L
Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x K)
5%	50	5%	50	10%	100	5%	50	5%	50
5%	44	10%	88	15%	131	15%	131	15%	131
25%	175	35%	245	30%	210	15%	105	25%	175
35%	175	30%	150	30%	150	35%	175	35%	175
30%	60	20%	40	15%	30	30%	60	20%	40
504		573		621		521		571	
20%		20%		20%		20%		20%	
101	+	115	+	124	+	104	+	114	

The Inclusion/Exclusion Rules and Additional Calculation Rules described for grades 2–8 are the same for grades 9–11.

Example: 1999 API for a High School (Grades 9–11)

Stanford 9			Reading		Language	
A		B	C	D	E	F
	Performance Bands	Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)
5	80-99th NPR	1000	5%	50	5%	50
4	60-79th NPR	875	5%	44	10%	88
3	40-59th NPR	700	25%	175	35%	245
2	20-39th NPR	500	35%	175	30%	150
1	1-19th NPR	200	30%	60	20%	40

a Total Weighted Score Across Bands:	504		573	
b Content Area Weight:	20%		20%	
c Total Weighted Score for Content Area:	101	+	115	

NPR = National Percentile Rank

Mathematics		Science		Social Science	
G	H	I	J	K	L
Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x K)
10%	100	5%	50	5%	50
15%	131	15%	131	15%	131
30%	210	15%	105	25%	175
30%	150	35%	175	35%	175
15%	30	30%	60	20%	40

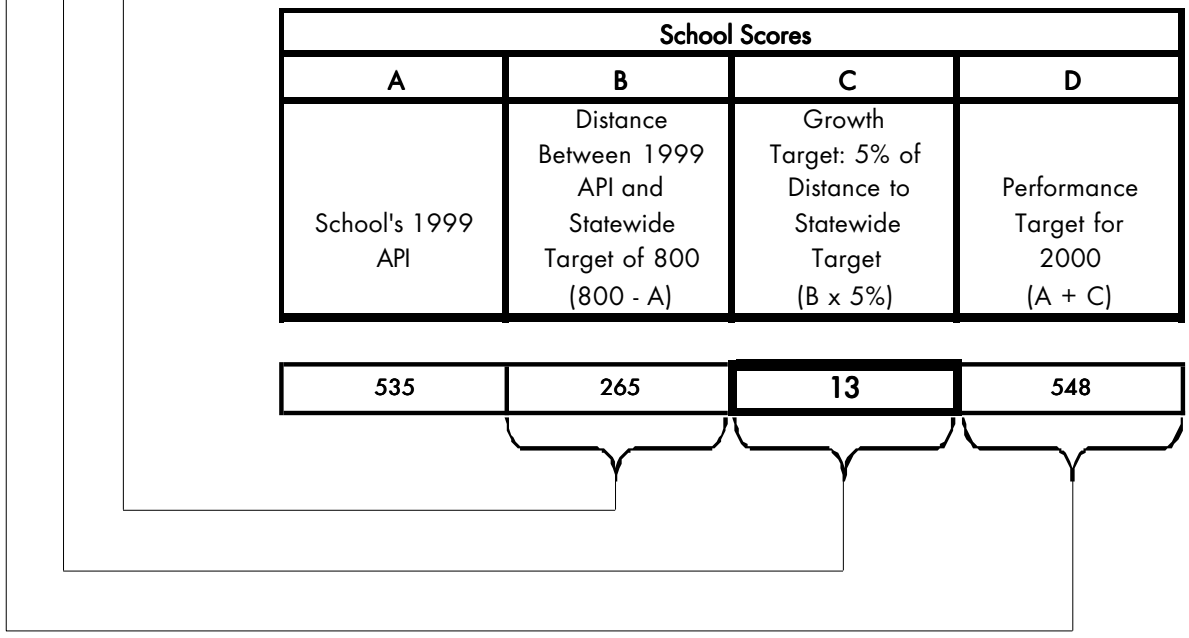
	621		521		571		
	20%		20%		20%		
+	124	+	104	+	114	=	558

1999 API

How to Calculate the 2000 Schoolwide Growth

The 2000 schoolwide growth target will be calculated as 5% of the distance between a school's API and the statewide interim performance target of 800 and rounded to the nearest whole number. The target is based on the school's 1999 API.

- **Step 1:** To calculate the growth target for a school with an API below 800, first find the distance between the 1999 school API and the statewide target. In this example, 800 minus 535 = 265.
- **Step 2:** To obtain the growth target, multiply the result of Step 1 by 5%. In this example, 265 times 5% = 13.
- **Step 3:** To obtain the school's performance target (i.e., API Target), add the 1999 API to the Growth Target. In this example, 535 + 13 = 548.



Note: For any school with a 1999 API below 800, the minimum growth target is at least 1 point. Any school with a 1999 API of 800 or more must maintain an API of at least 800 in order to meet its growth target.

How to Determine Comparable Improvement for 2000

Subgroup Growth Targets for Comparable Improvement

The API shall be used to demonstrate comparable improvement in academic achievement by all numerically significant ethnic and socioeconomically disadvantaged subgroups within schools. "Numerically significant" means (1) at least 30 pupils with valid Stanford 9 scores and at least 15% of a school's tested enrollment or (2) at least 100 pupils with valid Stanford 9 scores (even if less than 15% of the school's tested enrollment). A "socioeconomically disadvantaged" pupil is a pupil neither of whose parent has received a high school diploma **or** one who participates in the free or reduced price lunch program. The subgroup growth target will be calculated for each subgroup as 80% of the schoolwide growth target.

- **Step 1:** Determine which subgroups in the school are numerically significant. In this example, the White, Hispanic, and Black ethnic groups and the socioeconomically disadvantaged pupil population are numerically significant subgroups within the school.

School Populations	Valid Stanford 9 Pupil Test Scores	Percent of total	Is the subgroup numerically significant?
Schoolwide	800	100%	n/a
Subgroups			
• White	100	13%	**yes**
• American Indian	20	3%	no
• Asian	80	10%	no
• Hispanic	320	40%	**yes**
• Black	160	20%	**yes**
• Socioeconomically disadvantaged	300	38%	**yes**

- **Step 2:** Determine the 1999 APIs for each subgroup. The subgroup APIs are calculated in the same way as the schoolwide APIs. In this example, the subgroup API for White is 630, for Hispanic is 480, for Black is 600, and for Socioeconomically disadvantaged is 390.

- **Step 3:** The growth target for each numerically significant subgroup is 80% of the schoolwide target. Multiply 80% by the schoolwide target. In this example the schoolwide target is 13; therefore, 80% x 13 = 10.

	School and Subgroup Scores			
	A	B	C	D
	1999 API	Schoolwide Target: 5% Distance to Statewide Target ((800 - A) x 5%)	Growth Target: 80% of Schoolwide Target (B x 80%)	Performance Target for 2000 (A + C)
Schoolwide	535	13		
Numerically Significant Subgroups				
• White	630		10	640
• Hispanic	480		10	490
• Black	600		10	610
• Socioeconomically disadvantaged	390		10	400

Note: A subgroup in a school with a 1999 API between 781 and 799 will have a growth target of 1. Regardless of the schoolwide API, a subgroup with a 1999 API of 800 or more must maintain an API of at least 800 in order to meet its subgroup growth target. In a school with a 1999 API of 800 or more, any numerically significant subgroup with a 1999 API of less than 800 must improve by at least 1 point in order to meet its subgroup growth target. If 80% of the schoolwide target results in a subgroup target that is greater than the distance from the subgroup API to 800, the subgroup target equals the distance to 800.

CALCULATING THE ACADEMIC PERFORMANCE INDEX — SCHOOL WORKSHEETS

Calculating the 1999 API for an Elementary or Middle School (grades 2–8)

Stanford 9			Reading		Language		Spelling		Mathematics	
A		B	C	D	E	F	G	H	I	J
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5	80-99th NPR	1000	%		%		%		%	
4	60-79th NPR	875	%		%		%		%	
3	40-59th NPR	700	%		%		%		%	
2	20-39th NPR	500	%		%		%		%	
1	1-19th NPR	200	%		%		%		%	

1999 API

a Total Weighted Score Across Bands	a									
b Content Area Weight	x	30%		15%		15%		40%		
c Total Weighted Score for Content Area:	b =		+		+		+		=	
NPR = National Percentile Rank										
Number of tests contributing to scores										

Calculating the 1999 API for a High School (grades 9–11)

Stanford 9			Reading		Language		Mathematics		Science		Social Science	
A		B	C	D	E	F	G	H	I	J	K	L
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x K)
5	80-99th NPR	1000	%		%		%		%		%	
4	60-79th NPR	875	%		%		%		%		%	
3	40-59th NPR	700	%		%		%		%		%	
2	20-39th NPR	500	%		%		%		%		%	
1	1-19th NPR	200	%		%		%		%		%	

1999 API

a Total Weighted Score Across Bands:										
b Content Area Weight:	20%		20%		20%		20%		20%	
c Total Weighted Score for Content Area:		+		+		+		+		=
NPR = National Percentile Rank										
Number of tests contributing to scores										

Calculating the 2000 Schoolwide Growth Target

School Scores			
A	B	C	D
School's 1999 API	Distance Between 1999 API and Statewide Target of 800 (800 - A)	Growth Target: 5% of Distance to Statewide Target (B x 5%)	Performance Target for 2000 (A + C)

Determining Comparable Improvement for 2000

School Populations	Valid Stanford 9 Pupil Test Scores	Percent of total	Is the subgroup numerically significant?
Schoolwide		100%	n/a
Subgroups			
• African American not Hispanic		%	
• American Indian or Alaska Native		%	
• Asian		%	
• Filipino		%	
• Hispanic or Latino		%	
• Pacific Islander		%	
• White not Hispanic		%	
• Socioeconomically disadvantaged		%	

	School and Subgroup Scores			
	A	B	C	D
	1999 API	Schoolwide Target: 5% Distance to Statewide Target ((800 - A) x 5%)	Growth Target: 80% of Schoolwide Target (B x 80%)	Performance Target for 2000 (A + C)
Schoolwide				
Numerically Significant Subgroups				
• African American not Hispanic				
• American Indian or Alaska Native				
• Asian				
• Filipino				
• Hispanic or Latino				
• Pacific Islander				
• White not Hispanic				
• Socioeconomically disadvantaged				

Calculating the 1999 Subgroup API for an Elementary or Middle School (grades 2–8)

Subgroup: _____

Stanford 9			Reading		Language		Spelling		Mathematics	
A		B	C	D	E	F	G	H	I	J
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5	80-99th NPR	1000	%		%		%		%	
4	60-79th NPR	875	%		%		%		%	
3	40-59th NPR	700	%		%		%		%	
2	20-39th NPR	500	%		%		%		%	
1	1-19th NPR	200	%		%		%		%	

1999 API

a Total Weighted Score Across Bands	a									
b Content Area Weight	x	30%		15%		15%		40%		
c Total Weighted Score for Content Area:	b =		+		+		+		=	
Number of tests contributing to scores										

NPR = National Percentile Rank

Calculating the 1999 Subgroup API for a High School (grades 9–11)

Subgroup: _____

Stanford 9			Reading		Language		Mathematics		Science		Social Science	
A		B	C	D	E	F	G	H	I	J	K	L
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x K)
5	80-99th NPR	1000	%		%		%		%		%	
4	60-79th NPR	875	%		%		%		%		%	
3	40-59th NPR	700	%		%		%		%		%	
2	20-39th NPR	500	%		%		%		%		%	
1	1-19th NPR	200	%		%		%		%		%	

1999 API

a Total Weighted Score Across Bands:										
b Content Area Weight:		20%		20%		20%		20%		
c Total Weighted Score for Content Area:			+		+		+		=	
Number of tests contributing to scores										

NPR = National Percentile Rank

SAMPLE SCHOOL REPORTS FOR 1999 API

Elementary Sample
High School Sample

Sample School Reports for 1999 API

• Elementary School Sample

1999 Academic Performance Index (API)
School Report: Summary Report for Grades 2-8

California Department of Education
Office of Policy and Evaluation
January 10, 2000

School: ***BIG DIPPER ELEMENTARY***
County: ORION
District: POLARIS UNIFIED
CDS Code: 98-98765-9876543 **School Type:** ELEMENTARY

1999 Percent Tested[1]	1999 API[2]	1999 Statewide Rank[3]	1999 Similar Schools Rank[3]	1999-2000 Growth Target[4]	2000 API Target[5]
96	555	4	6	12	567

[1] This percent is calculated by dividing the number of students tested by enrollment in grades tested as indicated on the October, 1998 CBEDS School Information Form.
[2] The API scale is 200–1000. Only scores for students in the district the prior school year are included in the calculation.
[3] Rankings are in deciles with 10 being the highest and 1 the lowest. Each decile contains 10% of all schools.
[4] The growth target is 5% of the difference between the 1999 API and the interim Statewide Performance Target of 800.
[5] This is the sum of the 1999 API plus the 1999–2000 Growth Target.

"n/a" means a number is not applicable or not available due to missing data.

For more details about reported numbers, see the Explanatory Notes.

School Demographic Characteristics
These data are from the October 1998 CBEDS data collection, the Spring 1999 R30-LC, and the 1999 Stanford 9 student header sheet.

Ethnic/Racial	Percent
African American not Hispanic	24
American Indian or Alaska Native	0
Asian	5
Filipino	2
Hispanic or Latino	48
Pacific Islander	0
White not Hispanic	21
English Language Learners	22
Parent Education Level	
Percent Responding*	98
Of those Responding:	
Not high school graduate	5
High school graduate	69
Some college	15
College graduate	11
Graduate school	1

* *This number is the percentage of students tested who responded to the item on parent education.*

	Average
Average Parent Education Level	2.34

The average of all responses where "1" represents "Not high school graduate" and "5" represents "Graduate school."

	Percent
Participants in Free or Reduced Price Lunch	73
Fully credentialed teachers	70
Teachers with emergency credentials	35
School Mobility	28

This is the percentage of students who first attended this school in the current year as indicated on the Stanford 9 student header sheet.

Multi-track year-round school?	no
Average Class Size	

Grade Levels	Average
K-3	19
4-6	34
Core academic courses in departmentalized programs	n/a

POLARIS UNIFIED

1999 Academic Performance Index (API)
School Report: Schoolwide API for Grades 2–8

California Department of Education
Office of Policy and Evaluation
January 10, 2000

School: ***BIG DIPPER ELEMENTARY***
County: ORION
District: POLARIS UNIFIED
CDS Code: 98-98765-9876543 **School Type:** ELEMENTARY

Calculation of the 1999 API

Stanford 9			Reading			Mathematics			Language			Spelling		
A		B		C	D		E	F		G	H		I	J
Performance Bands		Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	(B x I)
5	80-99th NPR	1000	23	9.20	92.00	38	14.84	148.44	25	9.92	99.21	30	11.90	119.05
4	60-79th NPR	875	34	13.60	119.00	53	20.70	181.15	40	15.87	138.89	46	18.25	159.72
3	40-59th NPR	700	35	14.00	98.00	39	15.23	106.64	39	15.48	108.33	32	12.70	88.89
2	20-39th NPR	500	62	24.80	124.00	52	20.31	101.56	65	25.79	128.97	57	22.62	113.10
1	1-19th NPR	200	96	38.40	76.80	74	28.91	57.81	83	32.94	65.87	87	34.52	69.05
a Total Weighted Score Across Bands			**a**	509.80				595.61			541.27			549.80
b Content Area Weight			x **b**	30%				40%			15%			15%
c Total Weighted Score for Content Area:			= **c**	152.94		+		238.24	+		81.19	+		82.47
												1999 API		**555**
Number of tests contributing to scores:				250			256			252			252	
Number of pupils with tests contributing to the API:													256	

NPR is the National Percentile Rank.
"n/a" means a number is not applicable or not available due to missing data.

1999 API	1999 Ranks[1]		Targets	
	Statewide	Similar Schools	1999-2000 Growth	2000 API
555	4	6	12	567

[1] Rankings are in deciles with 10 being the highest and 1 the lowest. Each decile contains 10% of all schools.

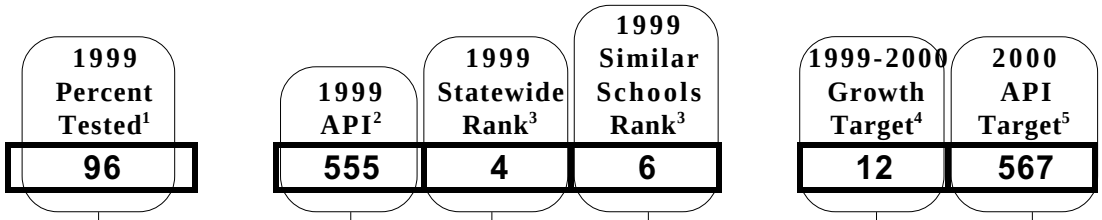
* The interim Statewide API Performance Target is 800. Schools scoring 800 or more are expected to maintain an API at or above 800. However, the State Board of Education has not yet determined criteria for the purposes of rewards for schools scoring 800 or more.

POLARIS UNIFIED

Sample School Reports for 1999 API

• Elementary School Sample (continued)

School: ***BIG DIPPER ELEMENTARY***
County: ORION
District: POLARIS UNIFIED
CDS Code: 98-98765-9876543 **School Type:** ELEMENTARY



This is the sum of the 1999 API plus the 1999-2000 growth target.

The growth target is 5% of the difference between the 1999 API and the interim Statewide Performance Target of 800.

Rankings are in deciles with 10 being the highest and 1 the lowest. Each decile contains 10% of all schools.

API scale is 200-1000. Only scores for students in the district the prior year are included in the calculation.

This percent is calculated by dividing the number of students tested by enrollment in grades tested as indicated on the October, 1998 CBEDS School Information Form.

Sample School Reports for 1999 API

• Elementary School Sample (continued)

1999 Academic Performance Index (API)
School Report: Subgroups for Grades 2-8, Page 1 of 2

California Department of Education
Office of Policy and Evaluation
January 10, 2000

School: ***BIG DIPPER ELEMENTARY***
County: ORION
District: POLARIS UNIFIED
CDS Code: 98-98765-9876543 **School Type:** ELEMENTARY

Note: Data are reported only for numerically significant subgroups. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

African American not Hispanic

Percent of Pupils in Each Band

Performance Bands		Reading	Math	Language	Spelling
5	80-99th NPR	10.6	14.9	12.8	14.9
4	60-79th NPR	10.6	12.8	10.6	19.1
3	40-59th NPR	14.9	14.9	19.1	10.6
2	20-39th NPR	14.9	21.3	17.0	14.9
1	1-19th NPR	48.9	36.2	40.4	40.4

520 1999 API — 47 Number of Tests Contributing to the API

10 1999-2000 Growth Target
530 2000 API Target

American Indian or Alaska Native

Percent of Pupils in Each Band

Performance Bands		Reading	Math	Language	Spelling
5	80-99th NPR				
4	60-79th NPR				
3	40-59th NPR				
2	20-39th NPR				
1	1-19th NPR				

1999 API — 0 Number of Tests Contributing to the API

1999-2000 Growth Target
2000 API Target

Asian

Percent of Pupils in Each Band

Performance Bands		Reading	Math	Language	Spelling
5	80-99th NPR				
4	60-79th NPR				
3	40-59th NPR				
2	20-39th NPR				
1	1-19th NPR				

1999 API — 16 Number of Tests Contributing to the API

1999-2000 Growth Target
2000 API Target

Filipino

Percent of Pupils in Each Band

Performance Bands		Reading	Math	Language	Spelling
5	80-99th NPR				
4	60-79th NPR				
3	40-59th NPR				
2	20-39th NPR				
1	1-19th NPR				

1999 API — 3 Number of Tests Contributing to the API

1999-2000 Growth Target
2000 API Target

NPR is the National Percentile Rank.
In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.
For exact calculation of growth targets, please refer to the *Explanatory Notes* .

POLARIS UNIFIED

1999 Academic Performance Index (API)
School Report: Subgroups for Grades 2-8, Page 2 of 2

California Department of Education
Office of Policy and Evaluation
January 10, 2000

School: ***BIG DIPPER ELEMENTARY***
County: ORION
District: POLARIS UNIFIED
CDS Code: 98-98765-9876543 **School Type:** ELEMENTARY

Note: Data are reported only for numerically significant subgroups. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Hispanic or Latino

Percent of Pupils in Each Band

Performance Bands		Reading	Math	Language	Spelling
5	80-99th NPR	3.3	11.1	6.5	8.1
4	60-79th NPR	10.0	22.2	14.6	14.6
3	40-59th NPR	14.2	17.5	14.6	15.4
2	20-39th NPR	30.0	18.3	30.1	24.4
1	1-19th NPR	42.5	31.0	34.1	37.4

523 1999 API — 126 Number of Tests Contributing to the API

10 1999-2000 Growth Target
533 2000 API Target

Pacific Islander

Percent of Pupils in Each Band

Performance Bands		Reading	Math	Language	Spelling
5	80-99th NPR				
4	60-79th NPR				
3	40-59th NPR				
2	20-39th NPR				
1	1-19th NPR				

1999 API — 0 Number of Tests Contributing to the API

1999-2000 Growth Target
2000 API Target

White not Hispanic

Percent of Pupils in Each Band

Performance Bands		Reading	Math	Language	Spelling
5	80-99th NPR	16.7	18.3	8.5	11.9
4	60-79th NPR	15.0	18.3	22.0	22.0
3	40-59th NPR	15.0	13.3	13.6	6.8
2	20-39th NPR	23.3	25.0	25.4	25.4
1	1-19th NPR	30.0	25.0	30.5	33.9

586 1999 API — 60 Number of Tests Contributing to the API

10 1999-2000 Growth Target
596 2000 API Target

Socioeconomically Disadvantaged

Percent of Pupils in Each Band

Performance Bands		Reading	Math	Language	Spelling
5	80-99th NPR	5.4	11.6	9.1	9.1
4	60-79th NPR	12.5	21.6	12.9	18.8
3	40-59th NPR	12.0	14.2	16.7	14.0
2	20-39th NPR	27.2	21.1	26.3	21.5
1	1-19th NPR	42.9	31.6	34.9	36.6

528 1999 API — 190 Number of Tests Contributing to the API

10 1999-2000 Growth Target
538 2000 API Target

NPR is the National Percentile Rank.
In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.
For exact calculation of growth targets, please refer to the *Explanatory Notes* .

POLARIS UNIFIED

Sample School Reports for 1999 API

• High School Sample

1999 Academic Performance Index (API)
School Report: Summary Report for Grades 9–11

California Department of Education
Office of Policy and Evaluation
January 10, 2000

School: ***NORTH STAR HIGH***
County: ORION
District: POLARIS UNIFIED
CDS Code: 98-98765-9876544 **School Type:** HIGH SCHOOL

1999 Percent Tested[1]	1999 API[2]	1999 Statewide Rank[3]	1999 Similar Schools Rank[3]	1999-2000 Growth Target[4]	2000 API Target[5]
95	578	4	5	11	589

[1] This percent is calculated by dividing the number of students tested by enrollment in grades tested as indicated on the October, 1998 CBEDS School Information Form.
[2] The API scale is 200–1000. Only scores for students in the district the prior school year are included in the calculation.
[3] Rankings are in deciles with 10 being the highest and 1 the lowest. Each decile contains 10% of all schools.
[4] The growth target is 5% of the difference between the 1999 API and the interim Statewide Performance Target of 800.
[5] This is the sum of the 1999 API plus the 1999–2000 Growth Target.

"n/a" means a number is not applicable or not available due to missing data.

For more details about reported numbers, see the Explanatory Notes.

School Demographic Characteristics
These data are from the October 1998 CBEDS data collection, the Spring 1999 R30-LC, and the 1999 Stanford 9 student header sheet.

Ethnic/Racial	Percent
African American not Hispanic	16
American Indian or Alaska Native	3
Asian	4
Filipino	8
Hispanic or Latino	30
Pacific Islander	1
White not Hispanic	38
English Language Learners	7
Parent Education Level	
Percent Responding*	82
Of those Responding:	
Not high school graduate	12
High school graduate	26
Some college	30
College graduate	25
Graduate school	7

This number is the percentage of students tested who responded to the item on parent education.

	Average
Average Parent Education Level	2.88

The average of all responses where "1" represents "Not high school graduate" and "5" represents "Graduate school."

	Percent
Participants in Free or Reduced Price Lunch	39
Fully credentialed teachers	97
Teachers with emergency credentials	10
School Mobility	14

This is the percentage of students who first attended this school in the current year as indicated on the Stanford 9 student header sheet.

Multi-track year-round school?	no
Average Class Size	
Grade Levels	Average
K-3	n/a
4-6	n/a
Core academic courses in departmentalized programs	28

POLARIS UNIFIED

1999 Academic Performance Index (API)
School Report: Schoolwide API for Grades 9–11

California Department of Education
Office of Policy and Evaluation
January 10, 2000

School: ***NORTH STAR HIGH***
County: ORION
District: POLARIS UNIFIED
CDS Code: 98-98765-9876544 **School Type:** HIGH SCHOOL

Calculation of the 1999 API

Stanford 9			Reading			Mathematics			Language			Science			Social Science		
		B		C	D		E	F		G	H		I	J		K	L
Performance Bands		Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B xI)			(B x K)
5	80-99th NPR	1000	52	6.34	63.41	110	12.99	129.87	91	10.96	109.64	109	13.04	130.38	114	13.52	135.23
4	60-79th NPR	875	123	15.00	131.25	154	18.18	159.09	142	17.11	149.70	152	18.18	159.09	161	19.10	167.11
3	40-59th NPR	700	165	20.12	140.85	146	17.24	120.66	194	23.37	163.61	117	14.00	97.97	152	18.03	126.22
2	20-39th NPR	500	206	25.12	125.61	244	28.81	144.04	180	21.69	108.43	240	28.71	143.54	192	22.78	113.88
1	1-19th NPR	200	274	33.41	66.83	193	22.79	45.57	223	26.87	53.73	218	26.08	52.15	224	26.57	53.14
a	Total Weighted Score Across Bands			**a**	527.96			599.23			585.12			583.13			595.58
b	Content Area Weight			x **b**	20%			20%			20%			20%			20%
c	Total Weighted Score for Content Area:			= **c**	105.59		+	119.85		+	117.02		+	116.63		+	119.12

1999 API **578**

Number of tests contributing to scores: 820 | 847 | 830 | 836 | 843 | 865

NPR is the National Percentile Rank.
"n/a" means a number is not applicable or not available due to missing data.

1999 API	1999 Ranks[1] Statewide	1999 Ranks[1] Similar Schools	Targets 1999-2000 Growth	Targets 2000 API
578	4	5	11	589

[1] Rankings are in deciles with 10 being the highest and 1 the lowest. Each decile contains 10% of all schools.

* The interim Statewide API Performance Target is 800. Schools scoring 800 or more are expected to maintain an API at or above 800. However, the State Board of Education has not yet determined criteria for the purposes of rewards for schools scoring 800 or more.

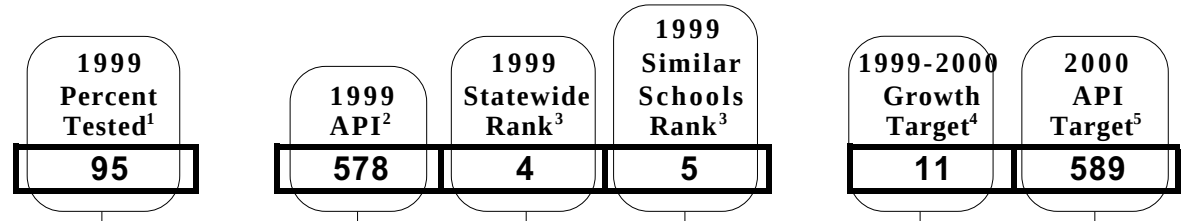
POLARIS UNIFIED

Sample School Reports for 1999 API

• High School Sample (continued)

1999 Academic Performance Index (API)
School Report: Summary Report for Grades 9–11

School: ***NORTH STAR HIGH***
County: ORION
District: POLARIS UNIFIED
CDS Code: 98-98765-9876544 **School Type:** HIGH SCHOOL



This is the sum of the 1999 API plus the 1999-2000 growth target.

The growth target is 5% of the difference between the 1999 API and the interim Statewide Performance Target of 800.

Rankings are in deciles with 10 being the highest and 1 the lowest. Each decile contains 10% of all schools.

API scale is 200-1000. Only scores for students in the district the prior year are included in the calculation.

This percent is calculated by dividing the number of students tested by enrollment in grades tested as indicated on the October, 1998 CBEDS School Information Form.

Sample School Reports for 1999 API

• High School Sample (continued)

1999 Academic Performance Index (API)
School Report: Subgroup Report for Grades 9–11, Page 1 of 2

California Department of Education
Office of Policy and Evaluation
January 10, 2000

School: ***NORTH STAR HIGH***
County: ORION
District: POLARIS UNIFIED
CDS Code: 98-98765-9876544 **School Type:** HIGH SCHOOL

Note: Data are reported only for numerically significant subgroups. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

African American not Hispanic

Percent of Pupils in Each Band

Performance Bands		Reading	Math	Language	Science	Soc. Sci
5	80-99th NPR	5.5	5.4	5.6	5.4	9.3
4	60-79th NPR	12.5	14.0	19.8	15.4	19.4
3	40-59th NPR	15.6	15.5	19.0	10.0	17.8
2	20-39th NPR	26.6	31.8	19.8	33.8	20.9
1	1-19th NPR	39.8	33.3	35.7	35.4	32.6

517 1999 API — 132 Number of Tests Contributing to the API

9 1999-2000 Growth Target
526 2000 API Target

American Indian or Alaska Native

Percent of Pupils in Each Band

Performance Bands		Reading	Math	Language	Science	Soc. Sci
5	80-99th NPR					
4	60-79th NPR					
3	40-59th NPR					
2	20-39th NPR					
1	1-19th NPR					

1999 API — 5 Number of Tests Contributing to the API

1999-2000 Growth Target
2000 API Target

Asian

Percent of Pupils in Each Band

Performance Bands		Reading	Math	Language	Science	Soc. Sci
5	80-99th NPR					
4	60-79th NPR					
3	40-59th NPR					
2	20-39th NPR					
1	1-19th NPR					

1999 API — 37 Number of Tests Contributing to the API

1999-2000 Growth Target
2000 API Target

Filipino

Percent of Pupils in Each Band

Performance Bands		Reading	Math	Language	Science	Soc. Sci
5	80-99th NPR					
4	60-79th NPR					
3	40-59th NPR					
2	20-39th NPR					
1	1-19th NPR					

1999 API — 66 Number of Tests Contributing to the API

1999-2000 Growth Target
2000 API Target

NPR is the National Percentile Rank.
In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.
For exact calculation of growth targets, please refer to the *Explanatory Notes* .

POLARIS UNIFIED

1999 Academic Performance Index (API)
School Report: Subgroup Report for Grades 9–11, Page 2 of 2

California Department of Education
Office of Policy and Evaluation
January 10, 2000

School: ***NORTH STAR HIGH***
County: ORION
District: POLARIS UNIFIED
CDS Code: 98-98765-9876544 **School Type:** HIGH SCHOOL

Note: Data are reported only for numerically significant subgroups. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Hispanic or Latino

Percent of Pupils in Each Band

Performance Bands		Reading	Math	Language	Science	Soc. Sci
5	80-99th NPR	1.2	8.6	6.0	7.8	8.6
4	60-79th NPR	11.2	10.1	12.0	14.9	13.7
3	40-59th NPR	15.2	15.6	18.7	10.2	20.3
2	20-39th NPR	28.0	32.7	27.5	27.5	25.4
1	1-19th NPR	44.4	33.1	35.9	39.6	32.0

500 1999 API — 264 Number of Tests Contributing to the API

9 1999-2000 Growth Target
509 2000 API Target

Pacific Islander

Percent of Pupils in Each Band

Performance Bands		Reading	Math	Language	Science	Soc. Sci
5	80-99th NPR					
4	60-79th NPR					
3	40-59th NPR					
2	20-39th NPR					
1	1-19th NPR					

1999 API — 6 Number of Tests Contributing to the API

1999-2000 Growth Target
2000 API Target

White not Hispanic

Percent of Pupils in Each Band

Performance Bands		Reading	Math	Language	Science	Soc. Sci
5	80-99th NPR	11.1	17.2	14.9	18.6	20.1
4	60-79th NPR	16.7	25.4	18.5	21.3	21.3
3	40-59th NPR	25.4	16.6	27.8	16.8	17.2
2	20-39th NPR	22.6	27.5	19.4	28.2	21.3
1	1-19th NPR	24.1	13.3	19.4	15.0	20.1

646 1999 API — 345 Number of Tests Contributing to the API

9 1999-2000 Growth Target
655 2000 API Target

Socioeconomically Disadvantaged

Percent of Pupils in Each Band

Performance Bands		Reading	Math	Language	Science	Soc. Sci
5	80-99th NPR	4.0	11.1	7.7	9.8	8.7
4	60-79th NPR	11.7	11.1	12.6	11.6	17.1
3	40-59th NPR	13.8	16.5	21.5	12.8	18.9
2	20-39th NPR	28.9	31.2	23.0	31.4	23.4
1	1-19th NPR	41.5	30.0	35.3	34.5	31.8

519 1999 API — 339 Number of Tests Contributing to the API

9 1999-2000 Growth Target
528 2000 API Target

NPR is the National Percentile Rank.
In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.
For exact calculation of growth targets, please refer to the *Explanatory Notes* .

POLARIS UNIFIED

PRESENTATION TRANSPARENCY MASTERS

The Public Schools Accountability Act and the1999 Base Year Academic Performance Index

The Public Schools Accountability Act (PSAA)

- Initiated by Governor Davis for educational reform
- Signed into law spring 1999
- Authorized an accountability system for California public schools
- Established a goal to improve academic achievement of all students

The PSAA Has Three Components

- The Academic Performance Index (API)
- The Immediate Intervention/ Underperforming Schools Program
- The Governor's Performance Award Program

The API — Cornerstone of the PSAA

- Provides API scores on a scale ranging from 200 to 1000
- Ranks schools on a scale ranging from 1 to 10
- Sets a statewide performance target of 800
- Assigns schools specific growth targets for future improvement
- Provides comparisons between schools with similar characteristics

How API Was Developed

- Advisory committee of educators and business leaders convened by State Superintendent of Public Instruction
- Subcommittee worked with researchers and technical experts from universities and K-12 education
- API created and adopted by State Board of Education in November 1999

Three Uses for the API

- To rank academic performance of schools
- To establish growth targets for each school and numerically significant ethnic and socioeconomically disadvantaged groups of students within the school
- To monitor each school's progress toward meetings its targets

1999 API Participation

Schools included in the 1999 API:

- Elementary, middle, and high schools (charter schools included) with 100 or more students with valid scores on the Stanford 9

Public Schools NOT Given 1999 API Ranking:

- Schools with less than 100 students with valid Stanford 9 scores
- Alternative, continuation, independent study, county-administered schools

Legal API Requirements

- Test results must make up at least 60% of the API
- API shall include, but not be limited to:
  - STAR test results
  - pupil and certified staff attendance rates*
  - high school graduation rates*
  - other statewide test results*
- Students must be enrolled in the district at least one year for their scores to be included

* When available, valid, and reliable

API Calculations

- Results of the Stanford 9, Form T, from the spring 1999 STAR administration used to calculate 1999 base year API
- National percentile ranking (NPR) of the Stanford 9 student score for each content area
- Other indicators to be used for future API calculations when available

How 1999 School API Calculated

- NPR by subject area for each student tested on Stanford 9
- Percent of student scores within each of five performance levels or bands combined to produce summary results for each content area
- Summary results combined to produce API score between 200 (minimum) and 1000 (maximum)

API Calculation – Emphasis Placed on Content Areas

Grades 2–8

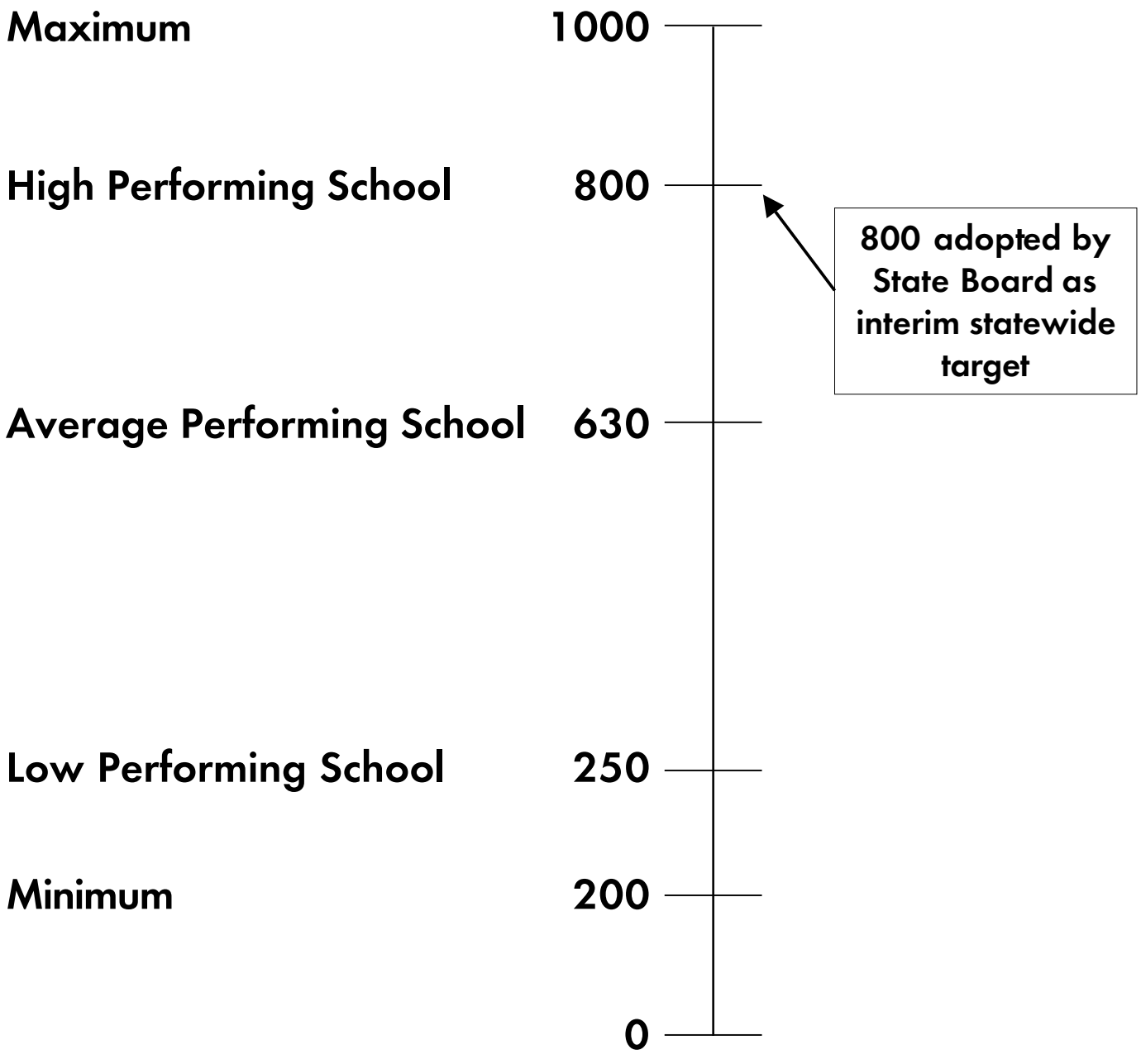
- Mathematics — 40%
- Reading — 30%
- Language — 15%
- Spelling — 15%

API Calculation – Emphasis Placed on Content Areas

Grades 9–11

- Mathematics — 20%
- Reading — 20%
- Language — 20%
- History-social science — 20%
- Science — 20%

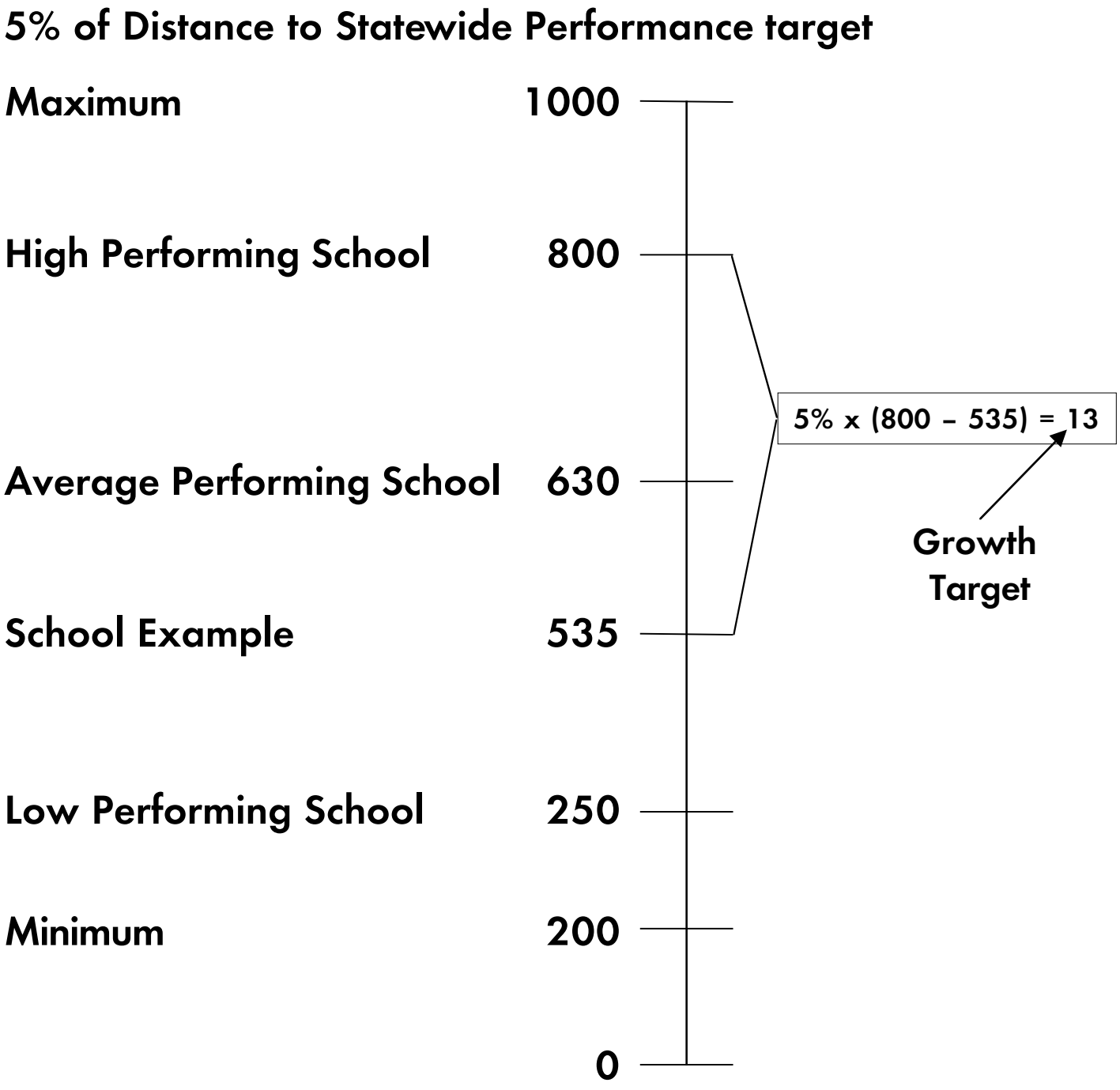
1999 Statewide API Performance Target



Annual API Growth Target

- 5 percent of the distance between a school's API and statewide target
- A minimum of at least one point on growth target for any school with API below 800
- Schools at 800 or above must maintain 800 or above to meet growth target
- Requires that each numerically significant student subgroup within a school meet or exceed 80% of schoolwide target

Calculating Your School's Growth Target



Comparing Improvement of School Subgroups

- To be eligible for rewards, a school must meet or exceed its schoolwide growth target and its target for each numerically significant student subgroup within the school.
- In general, each numerically significant student subgroup must meet or exceed 80% of the school's growth target.

Significant Student Subgroups in a School

Numerically Significant Student Subgroups in a School:

- Must have at least 30 students with valid Stanford 9 scores and 15 percent of a school's tested enrollment

OR

- Must have at least 100 students with valid Stanford 9 scores (even if less than 15 percent)

Categories for Subgroup APIs*

- American Indian or Alaska Native
- Asian
- Pacific Islander
- Filipino
- Hispanic or Latino
- African American not Hispanic
- White not Hispanic
- Socioeconomically disadvantaged

* English language learners are not considered a subgroup for API calculations.

What is Meant by 'Socioeconomically Disadvantaged'

A student is defined as "socioeconomically disadvantaged" when:

- Neither parent is a high school graduate

- If the student participates in the free or reduced price lunch program

1999 API School Report Includes:

- Percentage of students tested (1999 Stanford 9)
- School's 1999 API (scale 200 to 1000)
- 1999 statewide decile rank (scale 1 to 10)
- 1999 decile rank compared with similar schools (scale 1 to 10)
- 1999–2000 growth target
- 2000 API target (API score plus growth target)
- School demographic characteristics
- Subgroup API report

API Comparisons with Similar Schools

- The 1999 API also ranks each school's API score and growth compared to other schools with similar demographic characteristics

- The characteristics used for school comparison includes eight background characteristics listed in law

School Demographic Characteristics Included in the Law

- Student mobility
- Student ethnicity
- Student socioeconomic status
- Percent fully credentialled teachers
- Percent teachers with emergency permits
- Percent of English language learners
- Average class size per grade level
- Multi-track year-round school

Use of API Reports for GPAP or II/USP

- Schools meeting or exceeding growth targets will be eligible for awards through the Governor's Performance Award Program (GPAP).
- Schools not meeting growth targets may be eligible for interventions through the Immediate Intervention/ Underperforming Schools Program (II/USP).
- API growth data will be available in fall 2000.

Website Reporting of 1999 API Results

- Public reporting of API results posted on CDE website — January 25, 2000 at 10 a.m.

- Website posting to include all school API report information except detailed subgroup and background data

Reporting API Ranking to Parents

- Schools must report their API rankings to parents annually in the School Accountability Report Cards

- District governing boards must discuss their schools' API results annually at a regularly scheduled meeting

Funding for Rewards and Interventions

- $96 million in awards for schools that meet or exceed targets through GPAP
- $50 million in awards for staff in underachieving schools that significantly exceed annual targets for Certificated Staff Performance Incentive Act (AB 1114)
- Awards and AB 1114 criteria to be adopted by State Board by spring 2000
- $96 million in intervention funds for selected schools participating in II/USP.

Additional Transparency Masters That Include:

- Example: 1999 API for an Elementary or Middle School
- How to Calculate the 1999 API for an Elementary or Middle School
- Example: 1999 API for a High School
- How to Calculate the 1999 API for a High School
- How to Calculate the 2000 Schoolwide Growth
- Example: Comparable Improvement for 2000
- How to Determine Comparable Improvement for 2000

Example: 1999 API for an Elementary or Middle School

Grades 2–8

Stanford 9			Reading	
A		B	C	D
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)
5	80-99th NPR	1000	5%	50
4	60-79th NPR	875	5%	44
3	40-59th NPR	700	25%	175
2	20-39th NPR	500	35%	175
1	1-19th NPR	200	30%	60

a Total Weighted Score Across Bands
b Content Area Weight
c Total Weighted Score for Content Area:

a	504
x	
b	30%
=	
c	151

NPR = National Percentile Rank

Language		Spelling		Mathematics	
E	F	G	H	I	J
Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
10%	100	5%	50	5%	50
10%	88	10%	88	10%	88
30%	210	25%	175	25%	175
30%	150	35%	175	35%	175
20%	40	25%	50	25%	50

	588		538		538			1999 API
	15%		15%		40%			
+	88	+	81	+	215	=	535	

How to Calculate the 1999 API for an Elementary or Middle School

Grades 2–8

- **Step 1:** Determine the percentage of pupils scoring within prescribed performance bands for a particular subject area. This school example shows 5% of the students scoring in Performance Band 5 (between the 80–99th NPR) in Reading.
- **Step 2:** For each performance band, multiply the Weighting Factor by the Percent of Pupils in Each Band to obtain the Weighted Score in Each Band. In this example for Reading, the Weighted Score for pupils scoring in Performance Band 5 (between the 80-99th NPR) is 50.

Stanford 9			Reading	
A		B	C	D
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)
5	80-99th NPR	1000	5%	50
4	60-79th NPR	875	5%	44
3	40-59th NPR	700	25%	175
2	20-39th NPR	500	35%	175
1	1-19th NPR	200	30%	60

How to Calculate the 1999 API for an Elementary or Middle School

Grades 2–8

- **Step 3: Repeat Steps 1 through 4 for each remaining content area.**

Language		Spelling		Mathematics	
E	F	G	H	I	J
Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
10%	100	5%	50	5%	50
10%	88	10%	88	10%	88
30%	210	25%	175	25%	175
30%	150	35%	175	35%	175
20%	40	25%	50	25%	50

How to Calculate the 1999 API for an Elementary or Middle School

Grades 2–8

- **Step 4:** Sum the weighted scores across performance bands. The Total Weighted Score Across Bands for Reading is 504.
- **Step 5:** Multiply the Total Weighted Score Across Bands by its Content Area Weight to obtain the Total Weighted Score for Content Area (a x b = c). In this example, the Total Weighted Score for the Content Area of Reading is 151.

Stanford 9			Reading	
A		B	C	D
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)
5	80-99th NPR	1000	5%	50
4	60-79th NPR	875	5%	44
3	40-59th NPR	700	25%	175
2	20-39th NPR	500	35%	175
1	1-19th NPR	200	30%	60

a Total Weighted Score Across Bands
b Content Area Weight
c Total Weighted Score for Content Area:

a	504
x	
b	30%
=	
c	151

How to Calculate the 1999 API for an Elementary or Middle School

Grades 2–8

- **Step 6:** Repeat Steps 4 and 5 for each remaining content area.
- **Step 7:** Sum the total weighted scores across all content areas. This sum of the weighted scores for all subject areas is the **1999 API** for the school.

Reading		Language		Spelling		Mathematics	
C	D	E	F	G	H	I	J
Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5%	50	10%	100	5%	50	5%	50
5%	44	10%	88	10%	88	10%	88
25%	175	30%	210	25%	175	25%	175
35%	175	30%	150	35%	175	35%	175
30%	60	20%	40	25%	50	25%	50

a											
x	504		588		538		538			1999 API
b	30%		15%		15%		40%			
=	151	+	88	+	81	+	215	=	535	
c										

Example: 1999 API for a High School

Grades 9–11

Stanford 9			Reading		Language	
A		B	C	D	E	F
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)
5	80-99th NPR	1000	5%	50	5%	50
4	60-79th NPR	875	5%	44	10%	88
3	40-59th NPR	700	25%	175	35%	245
2	20-39th NPR	500	35%	175	30%	150
1	1-19th NPR	200	30%	60	20%	40

a Total Weighted Score Across Bands:	504		573	
b Content Area Weight:	20%		20%	
c Total Weighted Score for Content Area:	101	+	115	

NPR = National Percentile Rank

Mathematics		Science		Social Science	
G	H	I	J	K	L
Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x K)
10%	100	5%	50	5%	50
15%	131	15%	131	15%	131
30%	210	15%	105	25%	175
30%	150	35%	175	35%	175
15%	30	30%	60	20%	40

	621		521		571		
	20%		20%		20%		
+	124	+	104	+	114	=	558

1999 API

How to Calculate the 1999 API for a High School

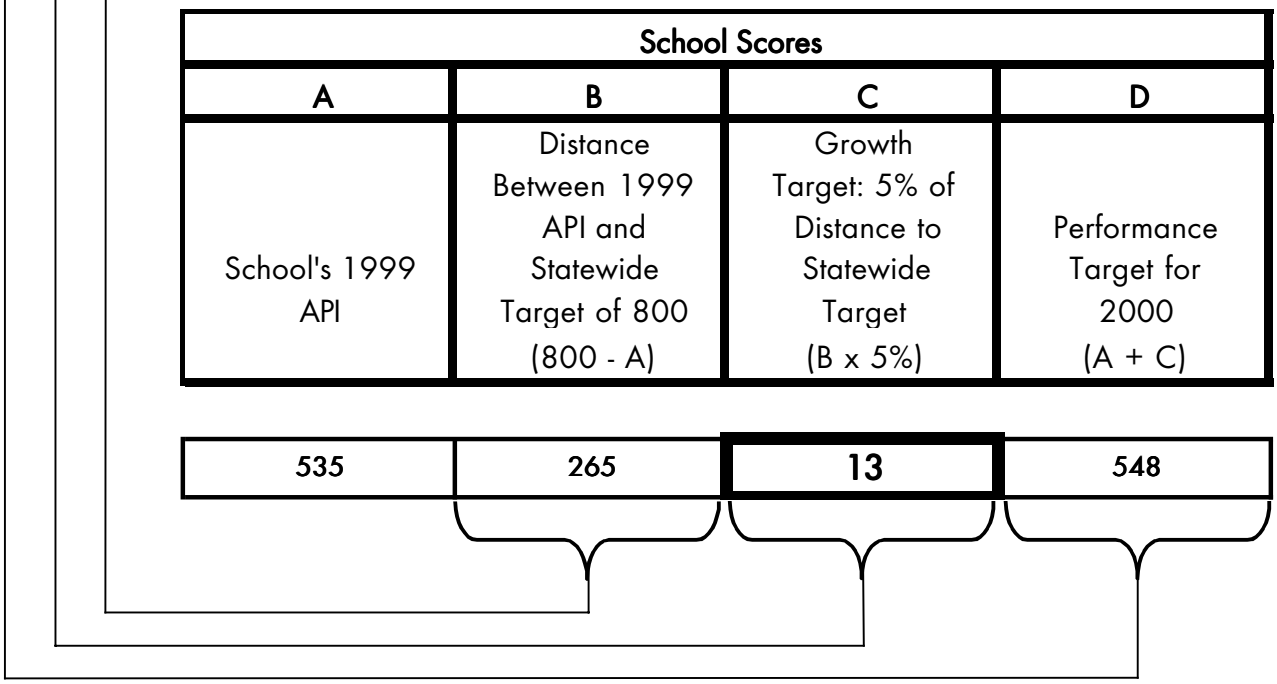
Grades 9–11

- **The API for high schools is computed in the same way as for elementary and middle schools. The weight for each high school content area is 20%.**

Reading		Language		Mathematics		Science		Social Science	
C	D	E	F	G	H	I	J	K	L
Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x K)
5%	50	5%	50	10%	100	5%	50	5%	50
5%	44	10%	88	15%	131	15%	131	15%	131
25%	175	35%	245	30%	210	15%	105	25%	175
35%	175	30%	150	30%	150	35%	175	35%	175
30%	60	20%	40	15%	30	30%	60	20%	40
	504		573		621		521		571
	20%		20%		20%		20%		20%
	101	+	115	+	124	+	104	+	114

How to Calculate the 2000 Schoolwide Growth

- **Step 1:** To calculate the growth target for a school with an API below 800, first find the distance between the 1999 school API and the statewide target. In this example, 800 minus 535 = 265.
- **Step 2:** To obtain the growth target, multiply the result of Step 1 by 5%. In this example, 265 times 5% = 13.
- **Step 3:** To obtain the school's performance target, add the 1999 API to the Growth Target. In this example, 535 + 13 = 548.



School Scores			
A	B	C	D
School's 1999 API	Distance Between 1999 API and Statewide Target of 800 (800 - A)	Growth Target: 5% of Distance to Statewide Target (B x 5%)	Performance Target for 2000 (A + C)
535	265	13	548

Note: Any school with a 1999 API of 800 or more must maintain an API of at least 800 in order to meet its growth target.

Example: Comparable Improvement for 2000

School Populations	Valid Stanford 9 Pupil Test Scores	Percent of total	Is the subgroup numerically significant?
Schoolwide	800	100%	n/a
Subgroups			
• White	100	13%	yes
• American Indian	20	3%	no
• Asian	80	10%	no
• Hispanic	320	40%	yes
• Black	160	20%	yes
• Socioeconomically disadvantaged	300	38%	yes

	School and Subgroup Scores			
	A	B	C	D
	1999 API	Schoolwide Target: 5% Distance to Statewide Target ((800 - A) x 5%)	Growth Target: 80% of Schoolwide Target (B x 80%)	Performance Target for 2000 (A + C)
Schoolwide	535	13		
Numerically Significant Subgroups				
• White	**630**		**10**	640
• Hispanic	**480**		**10**	490
• Black	**600**		**10**	610
• Socioeconomically disadvantaged	**390**		**10**	400

How to Determine Comparable Improvement for 2000

- **Step 1:** Determine which subgroups in the school are numerically significant. In this example, the White, Hispanic, and Black ethnic groups and the socioeconomically disadvantaged pupil population are numerically significant subgroups within the school.

School Populations	Valid Stanford 9 Pupil Test Scores	Percent of total	Is the subgroup numerically significant?
Schoolwide	800	100%	n/a
Subgroups			
• White	100	13%	**yes**
• American Indian	20	3%	no
• Asian	80	10%	no
• Hispanic	320	40%	**yes**
• Black	160	20%	**yes**
• Socioeconomically disadvantaged	300	38%	**yes**

How to Determine Comparable Improvement for 2000

- **Step 2:** Determine the 1999 APIs for each subgroup. The subgroup APIs are calculated in the same way as the schoolwide APIs. In this example, the subgroup API for White is 630, for Hispanic is 480, for Black is 600, and for Socioeconomically disadvantaged is 390.

- **Step 3:** The growth target for each numerically significant subgroup is 80% of the schoolwide target. Multiply 80% by the schoolwide target. In this example the schoolwide target is 13; therefore, 80% x 13 = 10.

	School and Subgroup Scores			
	A	B	C	D
	1999 API	Schoolwide Target: 5% Distance to Statewide Target ((800 - A) x 5%)	Growth Target: 80% of Schoolwide Target (B x 80%)	Performance Target for 2000 (A + C)
Schoolwide	535	13		
Numerically Significant Subgroups				
• White	630		10	640
• Hispanic	480		10	490
• Black	600		10	610
• Socioeconomically disadvantaged	390		10	400